



Trinity Fields School and Resource Centre: Strategic Equality Plan 2016 – 2020

Learning together in a changing world creating SUCCESS for all.

Equality Objective 1: Continue to embed “Equality of Opportunity” for all pupils and staff within our whole school inclusive ethos.

Our Research:

- IQM Award and IQM Centre of Excellence reports, Investors in Families 3rd re-accreditation report, information received from visitors’ comments, RRSA report (UNICEF), Governors link visit reports, event evaluations, listening and talking with pupils and other stakeholders, parents/carers entries in home school diaries, stakeholder questionnaires and consultations, formal lesson evaluations (termly) etc.

Data Development:

- Continue to develop and use stakeholder questionnaires and consultations in order to gain first hand evidence.
- Act immediately upon any issues perceived as barriers to equality of opportunity.
- Engagement with stakeholders at various school events, including formal evaluations of events, comments in home school diaries etc.
- Continue to monitor comments in relation to what visitors say about our school- particularly regarding our inclusive ethos.

Success Criteria:

- Vision and aims reviewed annually and clearly focus on equality of opportunity for all, with pupils at the heart of everything that we do.
- Whole school commitment to the guiding principles of UNCRC is evident across all aspects of our work.
- Wide range of positive comments regarding our inclusive and positive ethos detailed in a range of sources: Governor Reports, visitors’ comments, IQM reports etc.
- Formal termly lesson evaluations provide rich evidence of the impact of our SEP upon positive behaviour and whole school inclusive ethos, clearly demonstrating that everyone has an equal opportunity to succeed.

Actions		Responsibility	Start date	End date
1.1	Annual review of school vision and aims to ensure they focus on equality of opportunity for all and that are explicitly linked to UNCRC.	IE/SLT	Autumn 2016	Annually
1.2	Embed the use of questionnaires/consultations (with a range of stakeholders, again pupils will be KEY in this) to support our SEP and other school improvement planning processes.	As above	Summer 2016	Annually
1.3	Full review information provided to governors to support their roles. Fully embed the role of a Termly Pastoral Governor- provide termly report to full GB.	IE/MC	Autumn 2016	Termly
1.4	Headteacher’s termly report to governors provides evidence of “what visitors say about the school”, including inclusive ethos, pupil behaviour and achievements.	IE/MC	Autumn 2016	Termly



Trinity Fields School and Resource Centre: Strategic Equality Plan 2016 – 2020

Learning together in a changing world creating SUCCESS for all.

Equality Objective 2: Ensure all pupils achieve their full potential and make the progress commensurate with their abilities and needs.

Our Research:

- PIVATS assessment data, Routes for Learning, Routes to LNF and Digital Competency; PIVATS baseline assessments and other assessment data (THRIVE), annual presentation of data to GB, pupils' termly IEP targets and reviews, annual review paperwork, listening to learners, formal lesson evaluations, pupil questionnaires, EAS review of school performance, etc.

Data Development:

- Continued use of pupil questionnaires and self-evaluation/pupil participation tools to inform school development plan and termly reports to GB.
- Data from termly lesson evaluations.
- Pupil annual review paperwork, including feedback and comments from parents/carers. Pupils' termly IEP targets and reviews.
- Listening to learners and "Pupil Centred Planning" tools, as part of the Welsh Government's Statutory reform of SEN/ALN

Success Criteria:

- PIVATS, Routes for Learning, baseline assessments and other assessment data clearly demonstrates that all pupils are making their expected (or better) progress.
- Parental/carer feedback indicates positive individual pupil progress and achievements.
- Where possible, pupils work with staff to establish their own challenging termly targets. This "Pupil Centred" approach is embedded into whole school culture.

Actions		Responsibility	Start date	End date
2.1	Annual review of vision, aims and policies, as per agreed cycle to ensure they focus on improving outcomes for all pupils. Policies place pupils at the centre of all developments.	IE/SLT Leaders of learning/experience	Autumn 2016	Annually
2.2	Rigorous annual analysis of individual data. Analyse trends, individual/cohort performance. Present data to governors on annual basis.	LB	Autumn 2016	Annually
2.3	Pupils, wherever possible to be fully involved/lead their annual reviews. Embed "Pupil Centred" working practices across the school.	IE/SLT/All class staff	Autumn 2016	On-going
2.4	Undertake annual review of whole school performance (with EAS Challenge Adviser); use data to set whole school, group and individual targets for improvement.	LB/All class staff Support from EAS- SD	Autumn 2016	On-going



Trinity Fields School and Resource Centre: Strategic Equality Plan 2016 – 2020

Learning together in a changing world creating SUCCESS for all.

Equality Objective 3: Provide relevant training and support to pupils, staff, parents/carers, governors and other stakeholders on equality issues and the protected characteristics (being mindful of the specific learning/behavioural needs of our pupils).

Our Research:

- School development plans, self-evaluation reports, annual costed CPD plan, individual staff training records, GB training records, questionnaires/consultation responses, listening to learners, data from termly lesson evaluations etc.

Data Development:

- Course/training evaluations.
- Information from termly lesson evaluations.
- Listening to pupils.
- Stakeholder questionnaires and consultations.

Success Criteria:

- Rigorous annual CPD/training programme in place for all staff and governors.
- Relevant support in place for school council and other pupils providing age/need appropriate information on equalities and the protected characteristics.
- Advice/support/training provided to parents/carers through our well-established programme of parent support group meetings- this will be used to address any equalities issues and the protected characteristics.
- 14-19 pupils access relevant and accredited courses to develop independence, work related skills and sex and relationships knowledge.

Actions		Responsibility	Start date	End date
3.1	Review current CPD programme; provide annual equalities update to all staff and GB as part of the annual review of the school's vision and aims.	IE/AR/DK	Autumn 2016	On-going
3.2	Agenda equalities as part of the work plan for the school council.	JE/HM	Spring 2016	On-going
3.3	Embed "Pupil Centred Planning" in all our working practices, review current annual reviews in light of Welsh Government's statutory reforms of SEN/ALN	IE/TMc/CF	Spring 2013	On-going
3.4	Address any equalities issues (from pupils, staff, governors, visitors etc.) as raised.	IE/SLT/MC	Autumn 2016	On-going
3.5	Provide support from home support workers, and CASS, as appropriate for all parents/carers to access annual reviews, parents' evenings and other school events etc.	SLT/AK/MF/DD	Autumn 2016	On-going



Trinity Fields School and Resource Centre: Strategic Equality Plan 2016 – 2020

Learning together in a changing world creating SUCCESS for all.

Equality Objective 4: Work in partnership with pupils to develop and review a range of pupil friendly policies that will include: Behaviour, Anti-Bullying (with reference to “Identity” based bullying) and a Pupil School Prospectus.

Our Research:

- School council minutes, listening to learners, formal lesson evaluations, discussions during playground duties etc.

Data Development:

- Pupil information to inform the new policies and Pupil Prospectus, including positive engagement.
- Impact of policies on behaviour, pupil outcomes, quality of learning and teaching etc.

Success Criteria:

- Pupil policies for: Behaviour and Anti-Bullying, and a Pupil Prospectus developed following consultation between School Council and pupils.
- Senior pupils (Head Girl/Head Boy) write some personal words for the Pupil Prospectus.
- Pupil friendly policies included in school prospectus and on the school website.
- Pupil friendly policies presented to governing body and approved.

Actions		Responsibility	Start date	End date
4.1	Senior staff to work with school council to develop pupil friendly policies for: Behaviour, Anti-Bullying (with reference to “Identity” based bullying) and a Pupil Prospectus.	LB/TMc/JE/HM	Autumn 2016	Annual cycle
4.2	With staff support Head Girl and Head Boy write some personal words that will be include in the foreword of our new Pupil Prospectus.	IE	Spring 2016	Summer 2016
4.3	Admin staff/IT technician to ensure that policies are included in school prospectus/pupil prospectus and on school website.	AR/MG/DK	Summer 2016	Annually
4.4	Pupil friendly policies/updated prospectus (including pupil friendly prospectus) presented to GB.	IE/TMc/LiB	Autumn 2016	Annual cycle